2021 Annual Report

Beechwood Public School

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Introduction

The Annual Report for 2021 is provided to the community of Beechwood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Beechwood Public School
614 Beechwood Road
Wauchope, 2446
https://beechwood-p.schools.nsw.gov.au
beechwood-p.school@det.nsw.edu.au
6585 6136

School vision

Our vision is to develop and empower learners who are confident and creative individuals who value learning and skills that will support them as lifelong learners, to participate in and contribute to the global world and practise the core values of the school: Best Effort, Care and Respect, and Safety. We are committed to providing a safe and supportive environment with a culture of high expectations in which everyone is known, valued and cared for. We aim for all learners to progress and achieve beyond their expectations, embracing a growth mindset. We commit to engage students, families, carers and the community as partners in supporting student learning and wellbeing.

School context

Beechwood Public has an excellent reputation across the Port Macquarie district as a dynamic and effective centre of learning where students grow to be strong, independent learners. The school endeavours to provide strong wellbeing processes in conjunction with quality education, which generates, through communication and cooperation, a highly effective and productive environment for students, staff and parents/carers.

In 2020, Beechwood Public School had an enrolment of 170 students, with approximately 10% of these students identifying as having Aboriginal or Torres Strait Islander descent.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 98 with a state wide average of 100.

Beechwood Public School is located in the NSW North Coast, in the Hastings Valley, some 7 kilometres from the township of Wauchope. The school was built in 1869 and proudly celebrated 150 years of educational delivery in 2019.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Development, implementation and ongoing review of dynamic, differentiated teaching and learning programs utilising the most effective evidence-based teaching methods will ensure student achievement, growth and performance across the full range of student abilities is maximised.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Dynamic evidence-based teaching and learning programs
- Expert knowledge and evidence informed teaching practice

Resources allocated to this strategic direction

School support allocation (principal support): $13,604.80
QTSS release: $31,056.69
Professional learning: $13,920.47
Location: $5,959.71
Literacy and numeracy: $19,130.00
Socio-economic background: $22,500.00
Per capita: $20,000.00

Summary of progress

Instructional Leadership Support

- Throughout the year, the instructional leadership model was embedded from K - 6 to support the ongoing pedagogical improvement of class teachers.
- Staff have been given an additional hour of release per week and funds have been allocated to release a Deputy Principal/Instructional Leader to drive and support Strategic Direction 1.
- The main focuses for Instructional leadership and mentoring this year were to develop assessment practices and guided/close reading procedures. A large push on embedding formative assessment within mathematics units throughout Semester 1 saw teachers learning to use pre and post testing, progressions based checklists and syllabus based learning intentions and success criteria to ensure they understood where their students are now, and where to next. This worked well and all teachers embedded this practice strongly as evidenced in teaching and learning programs.

We were expecting to see;

- all teachers using Learning Intention and Success Criteria, and collecting and using formative assessment data related to literacy and numeracy Progressions.
- staff initiated professional discussions to evaluate practice to improve teacher pedagogy and student outcomes.
- teachers use visible learning in the form of 'what, why and how.'
- As identified in Learning Walks, teachers are utilising and valuing the use of Learning Intention and Success Criteria. Over time, we could see a shift in the quality of the Learning Intention and Success Criteria that was driven by Syllabus and Progression documents. Close Reading is being implemented in all Year 2 to 6 classrooms, including Learning and Support Teachers. It is evident that Close Reading sessions are driven with student literacy progression data and that texts are selected based on student academic and engagement need.

Staff have identified a need for further support in the use of decodable texts to support early reading strategies.

We have identified blind spots in the area of program and lesson observations. This will be rectified in the future by having transparent term timetables that are shared and negotiated with staff in Term 1 2022.

Bago Professional Learning Community (PLC)

- Throughout 2021 we worked alongside two other schools (Huntingdon and Long Flat - making up the Bago Professional Learning Community) to provide a wider scope of data analysis, collaboration and professional learning throughout Terms 1, 2 and 3.
- After Term 3, the Professional Learning Community moved in different directions due to different goals and ideas. This Professional Learning Community focused on data driven improvements and short term goal setting in literacy.

A teacher was trained in Critical and Creative thinking and ensured it's implementation in Stage 3 with the plan of being

identified as the expert in this field.

- $160000 was allocated from needs based funding to support the implementation of the Strategic Direction.

Implications for 2022;

To further drive progress and improvement in Strategic Direction 1, there is a need for further support to embed taught practices and develop evaluative thinking processes based on student data.

Continued instruction and development of teaching practices in;

Literacy
- Audience and purpose
- Connecting ideas

Numeracy
- Measurement and geometric reasoning
- Multiplicative Thinking

Shifting the mathematics scope and sequence to include measurement and geometry into weekly lessons to support attainment of skills and content to bump up the number of students in the top two bands.

Explicit teaching, formative assessment, data analysis and robust, consistent planning and programming practices are crucial to our forward movement as a school. As outlined in Strategic Direction 1 and 3, development of our teachers as experts and surgeons in their field will continue to move our students in the direction we are seeing in our expected growth results. Targeted teaching and point of need education in reading and numeracy. Through What Works Best and Practice Principles for Excellence in Teaching and Learning, APC&I and IL support will drive this improvement.

A relentless push in numeracy will be required for 2022 and beyond to reach our targets.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
System Negotiated: NAPLAN Top Two Bands **Reading** • Achieve an uplift of 2.5% in the percentage of students achieving in the top 2 bands for NAPLAN reading. **Numeracy** • Achieve an uplift of 5% in the percentage of students achieving in the top 2 bands for NAPLAN numeracy.	**System Negotiated** We have met our reading growth target and continue to push to development and practice of explicit teaching using decodables and synthetic phonics in K, 1, 2 and close reading in 3 - 6. Our top 2 bands actual has gone backward from 2019 and is currently below trajectory. We are not on track to meet our numeracy targets, though have achieved high growth in this area compared with previous years. This will be a continued focus throughout 2022. **Actual;** • NAPLAN reading top 2 bands 2021 actual is 28%. Need a further uplift of 16% by 2022. • NAPLAN numeracy top 2 bands 2021 actual is 16%. Need a further uplift of 18% by 2022.
System Negotiated: Student growth **Reading** • Achieve and uplift 2% in the percentage of students achieving expected growth in NAPLAN reading. **Numeracy** • Achieve an uplift of 4% in the percentage of students achieving expected growth in NAPLAN numeracy.	• NAPLAN reading growth 2021 actual is 70% from = uplift of 12%. Target exceeded. Maintain. • NAPLAN numeracy growth 2021 actual is 20% from = decrease of 27%. Need a further uplift of 31%.
School Level: Progressive Achievement Tests	**School Level: Progressive Achievement Tests**

Reading and Numeracy • 85% of students demonstrate growth on PAT when compared to the baseline test data.	Progressive Achievement Test (PAT) analysis was conducted during teacher mentoring sessions, as well as by stage teams. Aggregate and granular data analysis was effective in identifying areas of strength and high growth among the cohort between tests 1 and 2, as well as areas that did not grow, or grew a minor amount. **Actual:** • 79% of students showed growth in PAT reading, 83% of students showed growth in PAT maths. • 81% of students demonstrated growth on PAT when compared to the baseline test data.
School Excellence Framework • Assessment - School evidence sets can demonstrate delivering with movement towards sustaining and growing in the domain of assessment through a school self assessment. • Data Skills and Use - School evidence sets can demonstrate delivering with movement towards sustaining and growing level for data use in teaching. • Curriculum - School evidence sets can demonstrate delivering with clear movement towards sustaining and growing in the domain of curriculum through an external assessment. • Student Performance Measures - School evidence sets can demonstrate delivering with clear movement towards sustaining and growing in the domain of student performance measures through an external assessment.	**School Excellence Framework** SEF-SaS was conducted with whole staff at a staff meeting in Term 4. Teachers worked alongside SASS and Executive staff to determine growth areas across the SEF and brainstorm examples of evidence that could support our claim. **Actual:** • Assessment moved into Sustaining and Growing in 2021 compared to Delivering in 2020. • Data Skills and Use demonstrated delivering with movement towards sustaining and growing level for data use in teaching. • Curriculum demonstrated movement from Delivering to Sustaining and Growing. • Student Performance Measures indicated clear movement towards Sustaining and Growing with comparisons between internal and external data, as well as student growth. It has maintained delivering in 2021.
School Level Measure - Programming and Teaching practice • 70% of mathematics and reading programs show evidence of dynamic, differentiated teaching and learning using evidence based teaching practices . • 90% of teachers demonstrate progress in their self-assessment of capacity in WWB elements.	**School Level Measure - Programming and Teaching practice** Program supervision was interrupted in Term 1 and pushed to Term 2 due to flooding and staff wellbeing concerns. Program supervision in Term 4 was informal. All teachers demonstrated progress against elements of What Works Best (WWB) throughout the year, and elements of WWB are highlighted in all teaching Performance and Development Plans (PDPs) to support pedagogy development - particularly in relation to explicit teaching and assessment. A staff survey in Term 4 provided insight into staff perception of their ability against WWB elements. In the area of high expectation, 'challenging student goals,' which was the lowest scoring area in the 2020 WWB staff survey, teachers rated 100% agree and strongly agree. **Actual:** • 5 out of 7 (70%) of mathematics and reading programs show evidence of dynamic, differentiated teaching and learning using evidence based teaching practices as measured by program observation and mentor discussion. • Staff survey against WWB indicates an improvement in 7 out of 8 elements (88%) from 2020-2021.

Strategic Direction 2: Connect, succeed, thrive and learn

Purpose

To further strengthen and improve on a strong school-wide culture of success, support and improvement, nurture student agency, attendance habits and voice. To enable all students to connect and thrive with their local country and community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personal learning journey / Culture of learning
- Pastoral Care / Connecting to culture

Resources allocated to this strategic direction

Per capita: $3,100.00
Aboriginal background: $16,326.30
Low level adjustment for disability: $20,207.48
Socio-economic background: $26,148.08
Professional learning: $1,700.00

Summary of progress

Learning Walks

A number of learning walks have taken place this year with the inclusion of most teaching staff. During learning walks, observers were looking for physical learning environment, Learning Intention and Success Criteria, and students ability to articulate what they were learning and how they would know if they have been successful. Vast majority of staff members who participated demonstrated their willingness to continue this practice into 2022.

Rock and Water

Two staff members participated in Rock and Water training in Term 3. Students in Stage 2 have participated in Rock and Water lessons, once per fortnight.

Biripai Buddies

Aboriginal and Torres Strait Islander students were invited to join a weekly "yarning circle" to learn, engage and explore their cultural understandings and connection to country. 50% of the current Aboriginal and Torres Strait Islander cohort participate weekly. The student's language and engagement has grown throughout 2021. The Biripai Buddies began the year talking about Aboriginal culture as if it was 'other people' and wanting to know how 'they' lived, what language 'they' spoke moving to 'our' culture, demonstrating a sense of belonging.

Award System

Embedded a new whole school award system and shared with parents and community. During Term 3 lockdown, we were unable to provide students with their 'Gold Award'. They received it in Term 4.

At the beginning of the year, the process was shared and reviewed with whole staff, allowing for clarity and staff buy in. As a result, students who consistently display appropriate behaviour, receive regular recognition, creating a consistent approach across the school. Most students, received their Platinum Level (Highest Level) by the end of the year. Moving into 2022, student voice will be a priority to gauge the effectiveness of the award system.

Fix-it Club

Fix it club continued each Thursday after lunch and has become an embedded support within the school for students to develop and practise social/emotional skills and abilities. Headed by our Learning Support teacher and supported by our General Assistant, students developed the physical environment around the school - namely the P&C initiative 'sensory garden' which incorporated teamwork and heavy work. This program was highly successful and will continue into 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Aboriginal Culture - Tell Them From Me • Tell Them From Me data indicates that 90% of Aboriginal students respond *Agree or Strongly Agree* to "I feel good about my culture when I am at school" • Tell Them From Me data indicates that 90% of Aboriginal students respond *Agree or Strongly Agree* to "My teachers have a good understanding of my culture."	**Aboriginal Culture - Tell Them From Me** • TTFM Student survey data (snapshot 2) shows 88% of Aboriginal students respond *Agree or Strongly Agree* to "*I feel good about my culture when I am at school*", 2% below target. • TTFM Student survey data (snapshot 2) shows 88% of Aboriginal students respond *Agree or Strongly Agree to "My teachers have a good understanding of my culture"*, 2% below target.
Attendance Data (System Negotiated) • Increase percentage of students attending 90% of the time to 74%.	**Attendance Data (System Negotiated)** A number of initiatives have been implemented throughout 2021 to develop at attendance habits of our students and community. Tier 1 students were identified and families contacted, Semester 2 reports include the terminology' at educational risk' for students attending less than 90% of the time and improved attendance was rewarded and celebrated throughout the year with students and with a pizza party at the end of the year. As a results, the number of Tier 1 attendance concerns dropped from 39 in semester 1 to 12 in Semester 2. In Semester 1 we saw 72% of students attending over 90% of the time, which grew to just over 90% of students in Semester 2. **Actuals:** • Increase percentage of students attending 90% of the time to 81% as of 6/12/21. 7% over 2021 target.
School Excellence Framework • Wellbeing - School evidence sets demonstrate growth to excelling in the domain of wellbeing. • Learning Culture - School evidence sets can demonstrate maintenance at sustaining and growing in the domain of Learning Culture through school self assessment. • Educational Leadership - School evidence sets demonstrate maintenance at the excelling level for community engagement.	**School Excellence Framework** 2021 SEFSaS found evidence that the element of; • Wellbeing maintained at sustaining and growing, below the expectation of growth to excelling. Due to separating cohorts to minimise potential COVID transmission, team time was paused which impacted our ability to ensure students had access with identified staff on a regular basis. Our TTFM results do not indicate a measurable improvement in wellbeing. • Learning culture maintained at sustaining and growing. • Educational leadership maintained at excelling.
Wellbeing Data (System Negotiated) • Tell Them From Me data indicates an increase in the percentage of students with a positive sense of belonging to 83%. • Tell Them From Me data indicates an increase in the percentage of students reported positive expectations for success to 87% • Tell Them From Me data indicates an increase in the percentage of students reported positive advocacy at school to 87%	**Wellbeing Data (System Negotiated)** • Tell Them From Me (TTFM) Student survey data (snapshot 2) shows students sense of belonging at 73%, 10% below target though 2% increase from 2020. • Tell Them From Me (TTFM) Student survey data (snapshot 2) shows expectations for success at 96%, 9% above target though 1% decrease from 2020. • Tell Them From Me (TTFM) Student survey data (snapshot 2) shows advocacy at school at 84%, 3% below target and 7% decrease from 2020.

Strategic Direction 3: Collaborative high performance culture

Purpose

Establish and grow a high performance professional learning community across school sites driven by continuous improvement of teaching and learning with a clear focus on student progress and achievement and innovative collaborative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collective Efficacy
- Highly effective data skills and use

Resources allocated to this strategic direction

Socio-economic background: $11,300.00

Summary of progress

Bago PLC

Term 1-2 we met regularly as a Professional Learning Community at a teacher and executive level (Twice per term) with a combined focus on assessment and PLAN data analysis to determine short term goals in reading practice. Through coaching and support, teachers across sites worked collaboratively to determine the practices which support reading attainment. Across sites we worked collaboratively to schedule and execute assessment to gain base student data in literacy and numeracy, and utilised a consistent mathematics scope and sequence with the idea of collaborating on lessons planning and teachers supporting one another.

In Term 3 due to different directions, pedagogy and school needs, the Bago Professional Learning Community discontinued.

Data analysis

In Term 4, stage based data analysis against Progressive Achievement Test and NAPLAN was conducted in stage and team meetings to determine strengths through areas of high growth, areas of consolidation by analysing questions with low growth, cohort effect size and next steps. Data analysis was developed throughout the year with class teachers internally as well as through the wider Professional Learning Community. Data collection in Weeks 5 and 10 was organised to support the ongoing evaluation and tracking of student outcomes against literacy and numeracy progressions. Stage based data analysis occurred in mentoring meetings, through ensuring the data was consistent and collected on time is an area for further development.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School Level - Teacher Practice • 85% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased collective capacity to meet the needs of all learners across the Professional Learning Community.	**School Level** • Classroom programs were not observed as regularly as intended due to unforeseen circumstances. This will be a focus in 2022. • PLAN2 assessment data was not collected as often as anticipated - this will be a focus in 2022. • Teacher Professional Development Plan (PDP) reflections indicate enhanced capabilities and practices against the teaching standards, with all provisional teachers achieving proficient, and all proficient teachers identifying highly accomplished and lead standard goals in their Professional Development Plans.
School Excellence Framework • Assessment - School evidence sets	**School Excellence Framework**

can demonstrate delivering with movement towards sustaining and growing in the domain of assessment through a school self assessment.
 • Data Skills and Use - School evidence sets can demonstrate delivering with movement towards sustaining and growing level for data use in teaching.
 • Learning and Development - School evidence sets can demonstrate maintenance at sustaining and growing in the domain of learning and development through school self assessment
 • Maintain Excelling in Educational Leadership as validated in 2020.

Assessment - We moved from delivery to sustaining and growing, in particular through the use of formative assessment. Teachers routinely use evidence of learning including a range of formative assessments such plickers, whiteboards, progressions based checklists to inform their teaching, adapt their practice and meet the learning needs of students.

Data Skills and Use - We maintained delivering though grew significantly in the area of data literacy (teachers use data effectively to evaluate understanding of lesson content). We also grew in data analysis by all teachers collecting and demonstrating high levels of analysis to drive future and evaluate impact of teaching.

Learning and Development - We maintained sustaining and growing with strength in coaching and mentoring, as well as collaborative practice. Further work to improve in this element would show us identifying and more formally, and in a structured way, working with staff strengths and expertise to develop our professional learning community.

Educational Leadership - We maintained excelling in the element of educational leadership.

Funding sources	Impact achieved this year
Integration funding support $49,200.00	Integration funding support (IFS) allocations support eligible students at Beechwood Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Individual Education Plans (IEPs) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' IEPs. **The allocation of this funding has resulted in:** Consistent development of IEP documents to support access to curriculum for funded students. Equitable SLSO support to engage funded students in mainstream learning. **After evaluation, the next steps to support our students with this funding will be:** Continued integration into mainstream learning. Upskilling of teachers and SLSOs to benefit literacy and numeracy of funded students.
Socio-economic background $59,948.08	Socio-economic background equity loading is used to meet the additional learning needs of students at Beechwood Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Expert knowledge and evidence informed teaching practice • Pastoral Care / Connecting to culture • Collective Efficacy **Overview of activities partially or fully funded with this equity loading include:** • Formal mentoring support for teachers to incorporate formative assessment into daily practice. • supplementation of extra-curricular activities • employment of additional staff to support fix0it club program implementation. **The allocation of this funding has resulted in:** Class teachers utilise formative assessment in reading and mathematics to ensure they know how their students are progressing and plan accordingly. Fix it club successfully ran throughout the year, supporting the social and emotional development of at-risk students. **After evaluation, the next steps to support our students with this funding will be:** Continued implementation of fix-it club throughout 2022.
Aboriginal background $16,326.30	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Beechwood Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader

Aboriginal background $16,326.30	student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Pastoral Care / Connecting to culture **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • Employment of additional staff to support implementation of 'Biripai Buddies' program to support the connection with culture, and connection with school for all Aboriginal students. • Implementation of '8-ways' Aboriginal Pedagogies for all staff. **The allocation of this funding has resulted in:** Improved connection with culture and 'teachers understanding Aboriginal culture' as measure by student TTFM survey. Year 3 NAPLAN showed Aboriginal students 55 points higher on average than non-Aboriginal students over all tests. **After evaluation, the next steps to support our students with this funding will be:** Continuation of Biripai Buddies. Further training and support for all staff in 8-Ways pedagogies throughout 2022.
Low level adjustment for disability $53,842.88	Low level adjustment for disability equity loading provides support for students at Beechwood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Pastoral Care / Connecting to culture • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support coordinator (0.4) to work with individual students and in a case management role within the classroom/whole school setting • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** Support for students on IEPs across literacy, numeracy and social/ emotional capabilities increased throughout 2021. **After evaluation, the next steps to support our students with this funding will be:** Continued development of IEP and Behaviour Support processes. Employment of LSC (0.4) again in 2022.
Location $5,959.71	The location funding allocation is provided to Beechwood Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Dynamic evidence-based teaching and learning programs **Overview of activities partially or fully funded with this operational**

Location $5,959.71	funding include: • Cross-site Professional Learning for staff between Huntingdon, Long Flat and Beechwood to support planning, programming and goal setting in literacy and numeracy. • Purchase of 8 extra iPads. • student assistance to support excursions **The allocation of this funding has resulted in:** Increased teacher capacity in close reading and numeracy teaching. Increased technology support for K-2 students. **After evaluation, the next steps to support our students with this funding will be:** Purchase and introduction of robotics and STEM equipment to support our students in coding and future focussed pedagogies.
Literacy and numeracy $19,130.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Beechwood Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Dynamic evidence-based teaching and learning programs • Expert knowledge and evidence informed teaching practice **Overview of activities partially or fully funded with this initiative funding include:** • Purchase of casual teachers to give time for class teachers to implement and analyse literacy and numeracy assessments. • Purchase of teacher time to release for mentor teacher to support class teachers to embed evidence based pedagogy in teaching of literacy and numeracy. • Purchase of resources to support the teaching of literacy and numeracy. **The allocation of this funding has resulted in:** Each class teacher received 1 hour per week of mentoring time on top of their RFF allocation. Literacy and numeracy resources were updated based on the needs of the school and the students. Numeracy resources were increased and allocated to each classroom to enable game-based learning. **After evaluation, the next steps to support our students with this funding will be:** Continue to develop our practices in teaching measurement and geometry. Improve the resources across K-6 for measurement and geometry. Develop projects for 3-6 to help students transfer learned numeracy skills into real-world problems.
QTSS release $31,056.69	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Beechwood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Dynamic evidence-based teaching and learning programs **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

QTSS release $31,056.69	**The allocation of this funding has resulted in:** Increased support for teachers to develop quality teaching programs and evidence-based pedagogy practices. Consistent practices in formative assessment and data analysis. **After evaluation, the next steps to support our students with this funding will be:** Planning days for stage teams to increase consistency of teacher judgement when analysing assessment tasks and planning next steps for students.
COVID ILSP $99,316.47	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of a teacher 4 days per week to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups **The allocation of this funding has resulted in:** Small group tuition for students affected by COVID during 2020. Tuition focused on reading and numeracy skills and tracked via PLAN2. **After evaluation, the next steps to support our students with this funding will be:** Continue small group tuition throughout 2022. Focus on Years 3 and 5 during Term 1.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	97	102	100	105
Girls	63	66	66	73

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	93.3	94.3	92.7	90.3
1	94.4	94.4	95.5	90.6
2	93.1	93.2	92.8	92.8
3	92.7	93	93.2	88.1
4	88.2	91	88.1	91.6
5	91.3	93.5	89.8	88.4
6	87	90.2	92.4	87.8
All Years	91.8	92.9	92.1	89.7
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.
Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	255,700
Revenue	2,033,799
Appropriation	1,987,541
Sale of Goods and Services	9,017
Grants and contributions	36,242
Investment income	199
Other revenue	800
Expenses	-2,067,506
Employee related	-1,895,149
Operating expenses	-172,357
Surplus / deficit for the year	-33,707
Closing Balance	221,993

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 **SBAR Adjustments** ($)
Targeted Total	49,210
Equity Total	130,117
Equity - Aboriginal	16,326
Equity - Socio-economic	59,948
Equity - Language	0
Equity - Disability	53,843
Base Total	1,465,594
Base - Per Capita	40,922
Base - Location	5,960
Base - Other	1,418,712
Other Total	75,174
Grand Total	1,720,095

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2021 52 students in Years 4, 5 and 6 completed the 'Tell Them From Me' Student Survey. Results showed in the area of 'effort' our students exceed the state average, while students who believe they are victims of bullying is 10% lower than state average.

The Tell them from me Parent Survey was completed by 24 parents/carers. Results indicated that overall, our parents/carers have a lower level of satisfaction with the school from the previous year. This is an area where we will focus on in 2022 through the Partners In Learning Survey to develop two-way communication channels and avenues for information.

13 teachers responded to the 'Focus on Learning' Teacher Survey Report. The results for the Eight Drivers of Student Learning (leadership, parent involvement, inclusive school, technology, teaching strategies, data informed practice, learning culture and collaboration) indicated that the two areas identified for future targets were enhancing the use of technology as a tool for learning, and parent involvement. All other 'drivers' were at or above state norms.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.